

ADAPTATIONS FOR STUDENTS WITH AD/HD	
HYPERACTIVITY	ATTENTION
Allow adequate time for student to answer questions.	Establish a signal or use a device such as a timer or the flashing of lights to refocus attention.
Allow student to skip every other problem when doing math assignments.	Be flexible enough to change your strategy if you see that it is not being effective.
Allow student to use small “stress relievers” (e.g., rubber ball, etc.) while at their desk as long as they are used safely and without disruption to others.	Be prepared for class to avoid too much down time or students with attention difficulties are sure to mentally wander off to more exciting things or go to sleep.
Allow the student to move around.	Be visible and moving throughout the room.
Give the student extended time to complete assignments, tests, and the like when needed.	Establish positive behavior rewards.
Permit opportunities for student to obtain periodic feedback while completing assignments.	Face student(s) and make direct eye contact when talking to them.
Break down larger and/or more complicated assignment to smaller assignments. Reinforce learning by including previously learned info on new assignments.	Provide multimodal/multisensory instruction.
Cue before stating important or key points by saying, “This is a key point.”	Provide study guides and clearly written study sheets.
Let student know ahead of time that you plan to call on him/her or use an agreed upon cue to signal you intent to call upon that person.	Seek frequent feedback from students to ensure that they are “getting” it.
Develop agreed upon cues to be used when student is off task.	Talk with animation and varying inflections.
Assist student with planning and monitoring progress.	Use highlighters to focus on attention on key points or phrases written on overhead transparencies or dry erase boards.
Student’s assignment sheet should contain routine reminders to keep folder organized.	Have student verbalize instructions and goals periodically.
Schedule frequent, short conferences with the student to check for comprehension.	Schedule frequent, short conferences with the student to check for comprehension.
Set time limits for task completion – but be sure to allow for the extra time the student may need to complete and assignment.	